

# Cornell Countryman

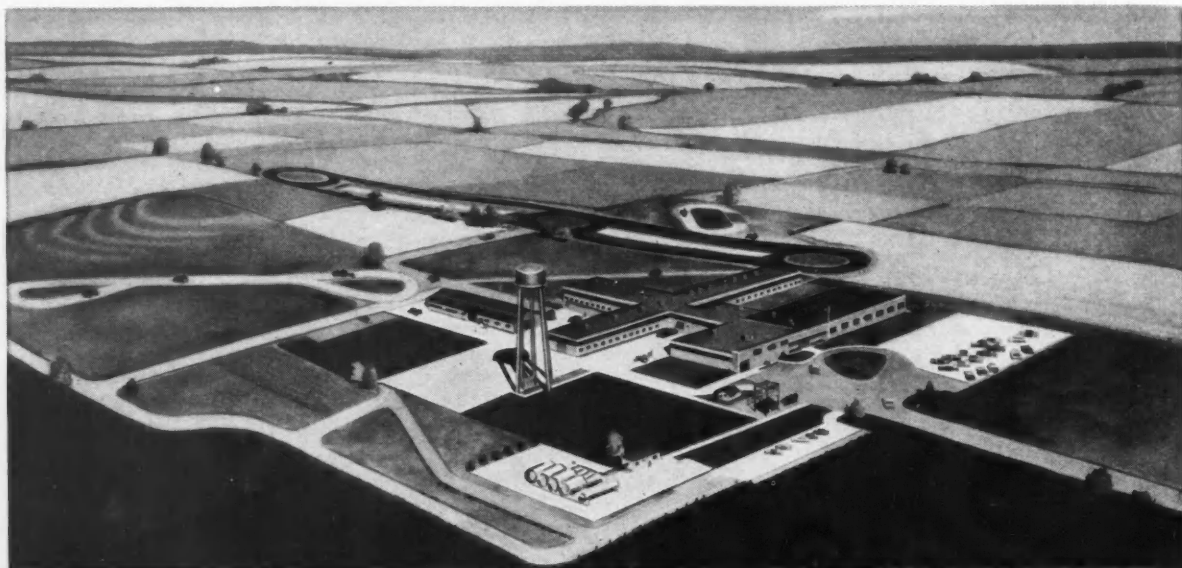
January, 1958

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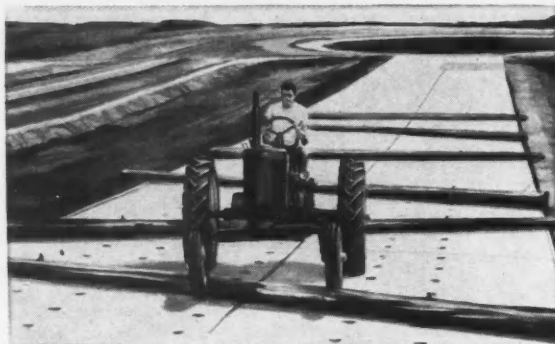
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# Cornell Countryman

Vol. LV—No. 4

Founded 1903

Incorporated 1904

Member of Agricultural College

Magazines, Associated

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COVER: Cornell's Beebe Lake Falls in its winter splendor.

The Cornell Countryman is published monthly from October through May by students in the New York State Colleges of Agriculture and Home Economics, units of the State University of New York, at Cornell University. Entered as second class matter at the Post Office, Ithaca, New York. Printing by Art Craft of Ithaca. Subscription rate is \$1.75 a year or three years for \$2.75; single copies, 25 cents.

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## Editorial

### Home Economics--" . . . the courses in home economics do not teach one how to think."

**T**HE aims of the New York State College of Home Economics are "to guide the student toward effective functioning (1) in homemaking (2) in a vocation other than homemaking to which home economics has a major contribution and (3) in her individual living and as a member of society as a whole." These are excellent aims, broad in scope, and if obtained, would produce a well-rounded person. But not all these aims have been concentrated on and developed to the same extent.

The college does aid in preparing the student for homemaking. By the time the student is finished with the 24 hours of required home economics core courses, she has a good practical background for homemaking.

The college does aid in preparing for a career. The home economics student can become a nutritionist, journalist, promotionist, demonstrator, dietitian, interior decorator, institutional manager, research and laboratory technician, designer, teacher, extension agent, or personnel worker. She would have no trouble in obtaining a job.

But the college does not aid all it could or should in preparing the student as a member of society as a whole. Yet this is the college's most important function, for if an individual cannot think and act as a creative member of a group, she is useless. A college education is supposed to teach one how to think, but, the courses in home economics do not. For example, in the course in clothing required of all the home economics students, one learns how to make a skirt, weave patches, and remove stains. Is this why one goes to college? If a person does not know how to read well enough to follow directions to make a skirt or weave patches, one certainly does not belong in college. This course does not stimulate one's mind, on the contrary, it stagnates it with boring details and time consuming nonsense.

It would not be so bad, if this were the only course that was so stifling, but many of the home ec. courses are this way. The material is usually watered down, and presented in a way that discourages independent, creative thought.

The college must change its method of presentation of subject matter in order to help the student's mind develop its fullest potentialities. The subject of home economics was conceived of as one worthy to be studied in college.

There is a difference (or at least there should be a difference) between a mind of a college student and that of a person reading an extension bulletin to pick up some additional information. However, how many courses are taught using extension bulletins instead of college-level textbooks? There is nothing wrong with extension bulletins, but the college student should be taught the subject matter more deeply. Perhaps teachers should be reminded that they are teaching college students.

Perhaps less emphasis should be placed on the memorization of details, and more on the understanding of basic principles. Perhaps the student should be encouraged to question the ideas in the material presented, rather than accept them blindly. Sometimes, people say that the subject matter of home economics is such that it can only be presented in the manner it is. If this is so, why aren't the students encouraged more strongly to take courses in the Arts school, where the subject-matter is not so limited? The college of Home Economics must not be satisfied that two out of its three goals are realized, it must try to complete the third and most important, the development of the student's mind.

SL.



## Editorial

### Home Economics--" . . . it can not be said that home economics courses are stifling."

**T**HE required courses for a Bachelor of Science in the College of Home Economics are planned according to the three objectives of the college. Most criticisms of the Home Ec. school are directed at the eight core courses, which are designed to give preparation for homemaking.

The trouble, however, is that this home economics material is common. Thus, the student feels that she knows the material, slides through most of these eight courses, and comes out with absolutely nothing but a dull semester. It almost goes without saying that a student who digs deep enough into any course will find something worth her time and effort.

Certainly, if all these core courses required such little thought, the averages would be sky high. However, it's frequent talk about Martha Van Rensselaer that more than two of these basic courses are as hard or harder than any arts school course. Even in Textiles and Clothing 101 (a course which offers a wealth of practical information to either the future homemaker or professional home economist), students take several days learning patch weaving from "simple" extension bulletins. And, at this many have a hard time mastering the skill.

Skills are an essential part of any professional school; they can't be learned just from text books. They have to be taught through demonstrations and practice.

Some students will always complain about required courses (e.g. arts students do all the time); some students will always feel they could spend their time elsewhere; there are home economics courses which could stand improvement (a faculty committee is working on this now); but it can not be said that all these courses are stifling and require no thought.

On top of this the home economics student is required to take only 40 credits in the College of Home Economics—26 are set out for her, 14 she may choose, generally in her major. Beyond this, the student may take 60 credit hours (including both electives and required courses) in the endowed colleges. The remaining 20 hours, she may take in the state colleges other than home economics. Many students, even with this freedom, voluntarily take over half their subjects in the Home Ec. school.

However, if these 40 required hours of Home Economics are too much and the student still wants courses elsewhere, she just doesn't belong in the College of Home Economics—she is wasting her time. BLD.

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Dean W. A. Hagan

## 50 Years of Progress for Cornell Veterinarians

**M**ORE than 500 veterinarians from northeastern U.S. and Canada attended the 50th annual conference for Veterinarians held in the new 19-building unit of the New York State Veterinary College, Cornell University, January 8-10.

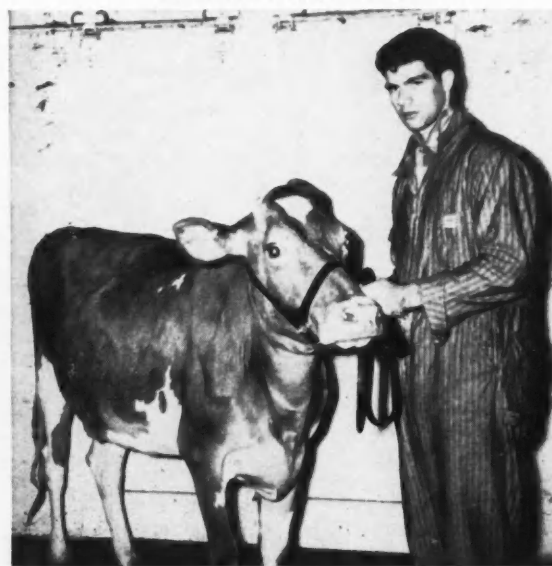
Dean W. A. Hagan said, "The Conference is aimed to keep veterinarians abreast with recent progress made in veterinary science and practice."

In referring to the first conference held at Cornell in 1907, he pointed out that discussions centered only around the treatment of cattle and horses. Today, however, emphasis is placed upon the humane treatment of small animals as well as large animals with the most modern procedures of veterinary science. Topics ranged from a discussion on the uses and limitations of electrocardiography in diagnosing heart disease in animals to the effects of radioactive material upon food producing animals.

**T**HE first-day session, Wednesday, January 8, was devoted largely to treatment and care of small animals, primarily cats and dogs. Dr. J. H. Gans, recently appointed head of the department of pharmacology at the College, discussed the latest techniques in administering anesthesia to pets, and Dr. J. A. Baker, director of the Veterinary Virus Research Institute at Cornell, lectured on the dual

Topic: Radio activity and food.

Topic: Radio activity and food.



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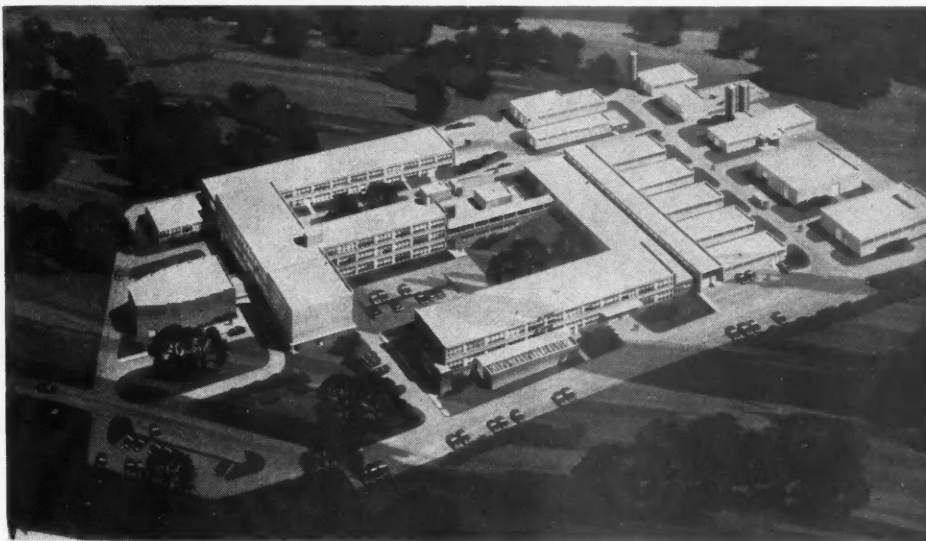
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The Ladies of the Veterinary Circle held open house for the women who attended the conference Wednesday afternoon.

At 4 p.m. the same day the Veterinary Alumni Association held its annual meeting and election of officers.

Thursday, D. J. O. Knowles, co-director of James Donn Research Foundation, Miami, Florida, demonstrated simple hospital procedures and a new type of hospital gown that can be put on without the aid of an assistant. Dr. G. C. Poppsieck reported on new research findings at the Plum Island Animal Disease Laboratory, Greenport, Long Island. Also, a field practitioner of Camden, N. Y., Dr. J. K. Bosshart, discussed the challenge of field surgery.

At the conference dinner in Statler Hall, Thursday evening, a portrait of Dean W. A. Hagan was presented to the University on behalf of the Alumni Association of the New York State Veterinary College. Also, in observance of the Golden Anniversary of the Veterinary Conference,

H. C. Stephenson, professor emeritus of therapeutics and small animal diseases, reviewed highlights of the 50 veterinary conferences held on the Cornell campus.

THE closing day's program was devoted to diseases and treatment of large animals.

Practitioners attending the conference had an opportunity to see several exhibits of the newest drugs and equipment used by veterinarians.

Things rough at home?

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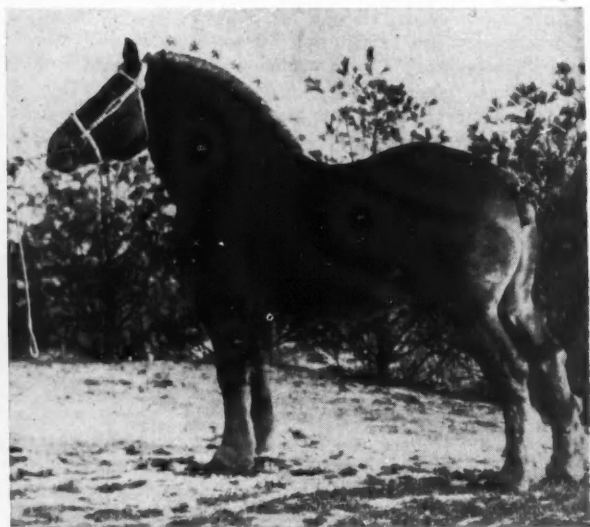


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# Danger -- Hot Milk!



This cow might be a radiation carrier.

Leukemia and bone cancer caused by Strontium 90 from atomic fallout in cows' milk is hazard to population.

By JILL H. BECKOFF '61

*Testing of atomic weapons could be continued at the present rate for the next 20 to 30 years before the present acceptable levels from active radiation would be exceeded. The above was the theme of a speech by Dr. C. L. Comar, radiation biologist at the New York State Veterinary College.*

*Dr. Comar pointed out that any quantity of radiation is undesirable. It is with this thought in mind, that we print this article of the possible effects of radio active materials on our milk supply.*

WHEN an atomic or hydrogen bomb is exploded the gas krypton-90 remains as part of the debris. This gas floats into the stratosphere where it remains from four to seven years. It decays to form strontium-90 which returns to earth with rain, snow, and fog. This means that wherever there is precipitation, i.e., wherever man's food supply comes from, the incidence of radioactive strontium is high. The amount of it is especially high in the North Temperate zone, the area of greatest population density. Evidence of fallout, however, has been found in virtually every part of the world.

STRONTium-90 is the fallout element thought to cause the most long range

damage. One reason for this is its long half life: twenty-eight years. (This means that it keeps one half of its radioactive strength for twenty-eight years, one-eight for the next, etc.) Some of the strontium decomposes to form yttrium-90, the most potent member of the krypton-strontium-yttrium family. Together with strontium-90, the radioactive yttrium invades the soil.

These two elements are closely related to calcium, and as such, are taken up by plants. There is, however, some evidence that plants discriminate against strontium-90 in favor of calcium. Therefore, there is some chance that calcium rich soils provide an element of safety. This factor should not be counted on too heavily though, first, because not all soils are rich in calcium and, second, because even with an abundance of calcium, radioactive elements are absorbed.

ONCE part of a plant, strontium has only a short way to go before it enters the human body. Plants may be used as vegetables or they may become forage. In the latter case much of the radioactive grasses are eaten by dairy cattle and assimilated by them into their milk.

Milk is an infant's first food and our best known source of calcium.

Calcium is absorbed by bones and teeth, especially young growing ones. Strontium-90, a close relative of calcium, is also absorbed, especially by young growing bones and teeth. In the bones, strontium-90 and its daughter yttrium-90, lodge in the blood-forming marrow and cause the overproduction of white blood cells, a condition known as leukemia or blood cancer. They also cluster in other parts of the bone and are believed to cause bone cancer. No cure has been found for either of these diseases.

IN addition to strontium-90, much milk contains cesium-137. This element enters milk and muscle tissue along with potassium, a component of most meat proteins. A third element, iodine-131, affects the thyroid, which regulates metabolism. Little is known of how this element enters the body.

The effects of the first atomic bombs are still being felt. Much of the strontium-90 in today's milk can be traced back to Hiroshima and Nagasaki. With each new test, more people are condemned to die. The full impact of the most recent tests will not be felt for ten or fifteen years. If tests are continued at the present rate we may soon reach the "maximum permissible level of radioactivity." What then?

## Gourmet's Notebook

Old World Jewish recipes  
enrich United States  
gourmet menus.



Sabbath night dinner.

By SHELLEY LEFFERT '59

# Knishes, Blintzes, Bagels, and Lox

MY eyes closed, I can see the kitchen of my home on Friday evening. The table is covered with a white linen tablecloth and set with delicate china and sparkling glassware. Sitting in the position of honor, in the middle of the table, is the *challah*, or white bread. My mother says a blessing over the candles, and as she does, the light adds to the deep, serene glow she already possesses. For that moment, our house, normally so full of noise and excitement, is peaceful and quiet. The two candles burn with an even flame, lending the room a warm and beautiful light. The room is full of the aromas of food my mother prepared in the afternoon: chopped liver, chicken soup, potato pudding, and sweetened carrots. In a little while my father walks in, carrying under his arm, if we are lucky, a large package containing *strudel*. This pastry, made with an extremely thin dough filled with fruit, nuts, and spices, makes Friday night complete. My mother places it in a crystal dish on the table. Then we thank God for our good food and good life.

FRIday night dinner, with its traditional Sabbath dishes, is an essential part of the Sabbath, which continues from sundown Friday evening to sundown Saturday. One is able to see God in the kitchen of the Jewish home, as well as at the Synagogue,

for the Jew believes that one of the functions of religion is to take the crude material of life and master it by religious discipline. The dietary laws are one example.

There are many explanations of the Jewish Dietary Laws. First, they are health laws. Secondly, they are custom, a means of enriching Jewish living. Last and most important is a Biblical reason: Jews are forbidden to eat pork, fish without scales, and certain parts of lamb and beef.

Many foods are associated with the holidays. The *matzo* (unleavened bread) is a good example. It is inseparably linked with Passover, which celebrates the deliverance of the Hebrews from Egyptian slavery. When the Hebrews left Egypt they had no time to prepare leavened bread, therefore, no leavened bread may be eaten during the Passover. A favorite dish made from matzos is "*Matzabre*", which is matzos and scrambled eggs mixed together.

MUCH of the food eaten has religious significance. *Charosis* symbolizes the bricks and mortar that the Hebrews were forced to make for the pyramids and cities of Egypt. It is made from tart apples, walnuts, cinnamon, honey, and wine, chopped together to form a type of paste.

Many typically Jewish foods are now a common part of the American

diet. There are *borsht*, a beet soup; *knishes*, a dough filled with cheese, potato, meat or buckwheat groats; or *blintzes*, a pancake-like batter filled with cheese or blueberries. One of the particular favorites is *gelfite* (stuffed fish). It is usually made with a fatty fish, a lean fish, onions, eggs, seasoning, and matzo meal chopped together. The mixture is shaped into balls and boiled as a first course. *Potato latkes*, or potato pancakes, are another delicacy. *Bagels* are a doughnut shaped, hard roll, often eaten with *lox* (smoked salmon) and cream cheese for breakfast.

CHEESE cake, levah or honey cake, macaroons, *mandelbrot* or almond cakes and *Hamentaschen* are other Jewish contributions to the American menu. The last named is a filled cookie, made in the shape of a three cornered hat and connected with the holiday of Purim. The Bible states, that an evil man, named Hamen was about to persuade the King to killing the Jews, but was stopped in time by the King's Hebrew wife, Esther. The cookie represents Hamen's hat.

Because the Jews were scattered throughout many countries for many centuries, the typical American Jewish diet is a conglomeration of many national dishes. These have added considerably to the cuisine of the American Gourmet.



Human intelligence wasted.

## U. S. A.'s Folly . . .

By GERALD P. HIRSCH '59

Editor's Note: "1957 made education more dramatic news than it had ever been before in this country. Sputnik, of course, made the difference, but all the ingredients for a big story were there even before the end of the year." This statement was made by Henry Toy Jr., President of the National Citizens Council for Better Schools. In view of this increased interest in education, the Cornell Countryman is starting a series dealing with various facets of education. This month's article concerns the disperment of industry into poor rural areas.

"TEACHER Supply Drying up at source," "U.S. Plan for More Scientists Beginning To Take Final Shape." These and similar headlines recently appeared in newspapers and magazines across America. This drive for increased educational facilities is being made in order to speed up our scientific advances.

PLANS, comparisons, and suggestions have been made by educators and politicians in the hope of bettering our educational system. But all of these plans and systems have boiled down to two main points. First, we must induce more people now working in other occupations to move into science and related fields. Secondly, we must encourage more people to get the education and training to qualify them as educators, scientists, engineers, technicians, and skilled laboratory workers.

One of the places where we can look for people to fill this need is on the low-income farms in this country. There are nearly one and a half million farm families with incomes of



Education could be financed by industry.

\$1,000 or less per farm per year.

Most of these families are seriously underemployed, working productively only a small part of the year. Their education is near the seventh grade level. Considering the objectives of the President's Commission to Encourage Education Beyond the High School, these are staggering facts. Too many young people in areas of low farm income are not even entering high school.

HOW can we educate such a great mass of people without placing undue stress on federal and local resources? The answer might be dispersal of homes, factories, laboratories, and industrial jobs through these areas.

With increased opportunities the poorer farmer will be encouraged to leave his land and take advantage of new industrial and educational facilities. Thus, a new resource of educated young people could be built up in supposedly uneducated areas. With increased incomes, higher standards of living, and sound employment the once poor farmer will come to want education. Farm youth will no longer have to work the land in order to beat out a subsistence level of life.

AN additional impetus to the farmer to give up farming entirely would be government legislation similar to the Soil Bank, applying to farms whose owners have gone to



# ... Wasting Rural Labor

work in industry. Thus, indirectly, we shall have hit the problems of farm surpluses, low farm incomes, and inferior education in rural areas.

Farm families may be divided into two categories: 1) those operating farms with annual sales of \$2,500 or more (i.e. medium-to-high-production farms), and 2) those who operate farms with annual sales of less than \$2,500 (low-production farms). There are about two million medium-to-high-production farms.

Medium-to-high-production farms supply over 90% of all farm products sold and thus receive the major share of the total farm income in this country. The number of farms in this category has remained fairly stable in the past decade. However, the number of farms in the \$2,500 to \$5,000 income group has declined 20% in the last fifteen years.

**T**HIS data is meant to demonstrate the rapidly growing importance of the farm family's off-farm income. Even in the case of the more prosperous farms, non-farm income now ac-

counts for about one fourth of the total farm family income.

The trend seems to be going in the right direction. The small farmer is willing to leave his land when he finds good employment elsewhere. This has been shown in the industrial development of the South and other areas where farms are small and soil productivity low.

**H**OWEVER, we are aware of the fact that industry and good employment will not by themselves raise the standard of education of the rural families. State and federal governments must enter the picture as soon as the farmer leaves his farm. Incentives such as scholarships for merit and need must be offered.

This increased source of teachable material will aid greatly in fulfilling the need for more teachers, scientists, engineers, technicians, and skilled laboratory workers. By getting the marginal farmer off his land we will be aiding agriculture by reducing the great source of surplus which has tended to deplete prices.

One might argue that these measures would turn agriculture into big business, but why shouldn't agriculture be big business with everything else in the country becoming big? It is time that we faced the reality that the \$1,000-per-year farmer is holding back progress in education and agriculture. The small farmer is being pushed out of agriculture anyway, and unless a path is made for him, he will fall by the wayside and his talents will go to waste.

**I**NDUSTRY must spread into small farm areas; farm youth must be educated; incentives must be created to bring educated youth with the necessary ability into the science fields. Through such a program America can go a long way toward achieving the scientific and technical supremacy she seeks.



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# Chilean Etomologist at Cornell

By ELEANOR BILLMYER

A tiny creature called the white grub was the cause of a long trip for Ricardo Isla, entomologist on leave from the Institute of Inter-American Affairs to study at Cornell University under a Point 4 grant.

Isla is learning about general research and experimental methods in the United States, and especially about techniques developed here to control the white grub, a serious hazard to crops.

Isla says that the United States has more elaborate equipment than the Institute in Chile can procure now, but that the methods he had learned here will be invaluable when he returns home.

HE came to this country last January and spent three months in a course on plant protection at the U.S.

agriculture department's experiment station at Beltsville, Maryland.

THIS session was especially designed for visitors from other countries, to acquaint them with laboratory equipment and methods they would use in their studies here.

Isla spent another month at Beltsville learning about ways of micro-organism control of white grubs, using bacteria and nematodes hostile to the grubs.

Isla spent the months of May, June and July at Cornell's New York State Agricultural Experiment Station at Geneva, N. Y., on three types of grub control—micro-organism control (using organisms imported from France), biological control (with parasites that live off the grubs), and chemical control (with insecticides).

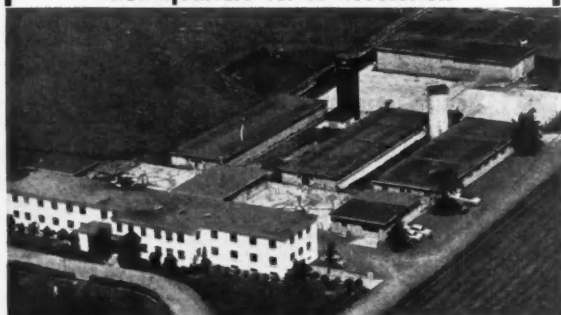
The laboratory's comparative studies on the three methods, Isla says, showed that insecticides are the most effective in the short run and the fastest method, but are more expensive than the other controls.

WHILE at Geneva, he worked on a beetle trapping program in June and July, which showed him how to measure animal "populations," to estimate the number in a given area. The traps were baited with chemicals that attracted particular beetles.

He came to Cornell's central campus in Ithaca in August, and is taking three courses in the entomology department: general economic entomology; insect ecology—about factors that limit insect populations; and "special topics in economic entomology," a course that includes training in setting up experiments and interpreting the results.

Isla says that his visit, scheduled to end January 31, is proving very stimulating, and he finds U. S. students and faculty very friendly and serious about their work. He looks forward to applying his new knowledge at home, but also hopes to return to the United States sometime for even more study.

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## Si, Senior Holstein

By ROBERT D. LOEB '61

FOR several years the United States has been exporting dairy cattle to South American countries. Venezuela has always ranked as an important market for registered Holstein seedstock from this country. So far this year, 95 animals have been transferred to new owners there.

THE registration of the animals in Venezuela is conducted by the Ministry of Agriculture which during the past four years has registered more than 17,000 Holsteins. Under this program, there are two categories of registration. One is for animals and

their offspring from a registered Herd Book and the other is for graded up cattle. The latter category could be compared to the so-called "open herd book" used by some of the other breeds in this country.

AT the moment a program of production testing, closely paralleling our own Dairy Herd Improvement Association, is being established in Venezuela. Like most programs in this country, top dairymen are interested in improving the calibre of their herds. Mr. Robert H. Rumler, Executive Secretary of the Holstein Friesian

Association of America, visited Venezuela last summer and reports that in addition to the demand for registered seedstock, there is a demand for commercial type Holsteins.

ONE importer is working out a plan for importing registered calves and acclimating them on his own ranch for resale as bred heifers. This policy of exporting dairy cattle to Venezuela not only aids in building up the agricultural economy of the country, but also serves to favorably influence our Good Neighbor Policy with South American countries.

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## Around the Upper Quad

Foreign students from England, Greece, Sweden, and Thailand, in Home Economics, prepared foods from their native countries, at the December meeting of **Home Economics Club**. Every girl tasted the different foods and was given the opportunity to ask questions about them.

**4-H Club** and **Pre-Vet Club** held a joint Christmas party December 11. There were dancing, games, and refreshments.

**Pomology Club** held its second annual banquet at Taughannock Farms Inn in December. Besides the club members, those present included faculty members and graduate students. The group was entertained by students doing "take-offs" on professors.

**Veg Crops Club** sent Betty Wansink '58, Fred Brueck '58, Bruce Keeney '58, and Paul Gavitt '58 to the Intercollegiate Judging Contest at the National Vegetable Growers Association, held in New Orleans, Louisiana. Ann Marie Behling '59, club president, attended the Junior Vegetable Growers Convention in Springfield, Illinois. Dr. Pratt, professor in vegetable crops, also attended the New Orleans contest, and then flew to Springfield.

At the last meeting of Veg Crops Club, Mr. John Baker, from Cayuga Products Coop, spoke on cooperatives in the vegetable business.

## Clean Milk Essay Worth \$100

COULD you use an extra \$100? If you're an average agricultural student, I'm sure that you could. Only a few hundred words are needed to put you in the running for the Samuel L. Stewart Prize of \$100.

This award is offered to promote the distribution of high-quality milk and to acquaint producers and handlers of milk with the factors which may increase or decrease its palatability. It is given annually to the winner of an essay contest subject to the following rules:

1) Essays are judged in regard to their effectiveness in furthering the aims of the contest.

2) Each contestant must be enrolled as an undergraduate in the New York State College of Agriculture at Cornell University.

3) The essay of 600 to 800 words must be filed with the Director of Resident Instruction not later than April 1, 1958. The student should use a fictitious name on his essay and put this same name on an envelope containing a slip of paper with his real name on it.

4) Essays will be judged by a three-man committee appointed by the Dean of the College of Agriculture. At least one member shall be from the Department of Dairy Industry and one from the Department of Extension Teaching and Information. This committee is to make suggestions to the faculty from time to time for the administration of the contest and has the right to reject any or all essays if they are judged unworthy of the prize.

5) The winning essay and those receiving honorable mention may be published.

Additional information concerning this contest may be gotten from Professor B. L. Harrington of the Department of Dairy Industry.

The Cornell Countryman wishes you the best of luck.

## Inquiring Countryman

By CHARLOTTE SCHEMP '60

### Question:

What is your main gripe against your students? (Answers from instructors)

### Answer:

David Thompson, Plant Breeding

"Many of them seem to lack a critical and inquiring mind. They accept their assignments as things 'to be done,' rather than things from which to learn. A large number of college undergraduates maintain a schizophrenic attitude regarding their education. They (or more likely their parents) pay a large sum of money to attend a university, while they passively resist attempts to give them an education in exchange. The distinction between knowledge and wisdom is fast disappearing. Part of the problem lies not with the students but with their previous subjection to objective education."

Neil Clark, Chemistry

"In their study habits, they insist upon following my example, not my advice. Seriously, most students need to have a little talk with themselves about why they are here. Shouldn't learning be the primary reasons and not just a disagreeable but necessary handicap for a full college career?"

Joan White, Zoology

"The fact that, in general, students are very 'grade conscious' is disturbing to me. This usually means that they adjust their intellectual efforts to meet a variety of practical objectives, frequently discarding their own personal and genuine interests in different areas of learning. This fault lies in great part with the parents and the educational system, both of which stress the end rather than the means. Nevertheless, it is heartening to see the occasional student who displays an interest in learning in order to satisfy himself and who is comparatively unconcerned about the short term results in his learning."

Daniel B. Ward, Botany

"During laboratory quizzes it is quite common to see students look at each other's papers or whisper answers to one another. The student fails to realize that the one or two points gained through cheating is not worth the consequences of being caught. The student deludes himself further by believing that the instructor does not see what is going on.

The other day a botany student was caught trying to change a grade in his instructor's grade book. The student's gamble was a poor one. It is easier to get a few points by studying than by cheating."

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# Canine Capers

Cornell Canines are receiving a well rounded education.

By MICHAEL D. MARIEN '59



Tripod and his original master.

WHEN the halls of knowledge, old and new, the ivied towers, the pranked statues on the quad, the breathless gorges, and the Ivy Room have all escaped our vivid memories, in all probability we will longest remember the Cornell canines. We will remember them because our flea-bearing friends have one outstanding quality in that they are omnipresent.

Lecture rooms, labs, libraries, drill halls, and dining halls are seldom shy of an intruding pooch. There is one dog that bravely accepts the risk of being drafted into the K-9 Corps by always following his master to the fourth floor of Barton Hall for classes.

What this campus needs is more dogs.



But this one is the exception, for most dogs prefer to circulate in order to broaden their knowledge, friendships, and reputation.

Denizens from the land of Red Heart and fire hydrants have had Cornell's liberal policies extended to them, and the resulting commensalism between man and beast perhaps is unique among American universities.

The dogs at Cornell have almost superseded the tradition of the Big Red Bears, for they, too, appear at every football game, and usually create more attention than the fuzzy mascots when they are evicted during the game on an off-sides count by an unsympathetic referee.

In addition to local dogs that feel the need of an education, many pooches are sponsored by some campus living unit. Introduction to Cornell is typified by "Susy," a young and innocent Cocker Spaniel who was recently brought to live at the Phi Kappa Tau house. Although showered with affection and warned against leaving the premises, she instinctively felt the spirit of the Cornell canine, and soon made her first public appearance in the Willard Straight Hall Game Room.

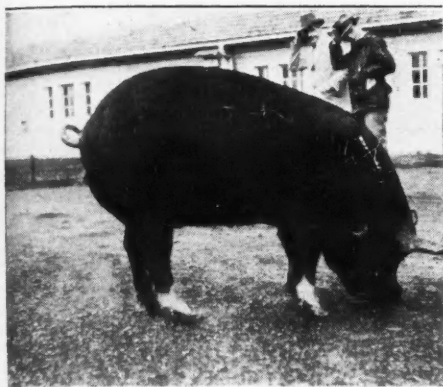
Specimens that can be classified as Great Dane, St. Bernard, Houndawg, Cocker Spaniel, Daschound, Collie, All American (or Heinz "57"), Husky, and others can be seen at practically any time of day, pursuing their social duties around the campus.

Without a doubt, the most distinguished of the crew is "Chinook," or "Tripod" as he is colloquially called, Cornell's only three-legged dog. "Chinook," who left his native Alaska to live at the Kappa Delta Rho house, is most commonly seen in the Mann Library or hopping across the Ag quad. His missing leg is the result of an auto accident that occurred after he came to Cornell; the patching was applied here at the Cornell Small Animal Clinic. "Chinook" is a genuine Siberian Husky, and was brought to Ithaca in 1953 by Roger Burggraf.

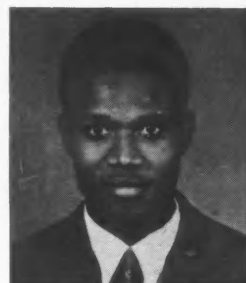
Bow your head the next time a prof evicts some pooch. We should remember that this professor is evicting an institution—the Cornell canine.

CORNELL COUNTRYMAN





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Martin Oworen

By MARTIN U. OWOREN '60

**SWINE** have a lower ability to regulate their body temperature under stress than do other livestock. Their efficiency of surplus heat dissipation is reduced by such factors as a thick layer of subcutaneous fat, greater feed requirement per unit of weight during the growing stage, greater mass per unit of surface area, and less lung capacity per unit of weight. Experiments conducted in Hawaii show that the optimum temperature for growing and fattening swine lies somewhere between 60 and 70 degrees. Above this temperature performance is reduced because the animal expends energy in dissipating excess heat generated during increased metabolism. In Hawaii an experiment was designed to test the effectiveness of a water wallow or fine mist spray in improving the environment for growing market hogs. Twenty-four thrifty growing pigs ranging in weight from 50 to 100 pounds at the start of the experiment were used. They were divided into lots of eight, and were fed the same type of rations throughout the study. One lot was provided with a fine mist spray during the daytime, the second had access to a water bath, and the third served as control.

**PROFESSOR** Wayman and junior scientist Iwanaga of the Hawaii University Department of Animal Husbandry report that the water mist device alleviated heat stress and increased the rate of gain by 1.40 to 1.51 pounds per day without increas-

ing feed requirement per unit of weight. The hogs in the second experimental lot increased their rate of gain by 1.45 pounds per day and also increased their feed intake. Two of the hogs in this lot fell sick during the experiment. The scientists point out that bath and spray treatments must be considered an additional cost, and that extension of the data to herd size is but theoretical. In many areas, good results should be obtained with good shade and adequate air circulation.

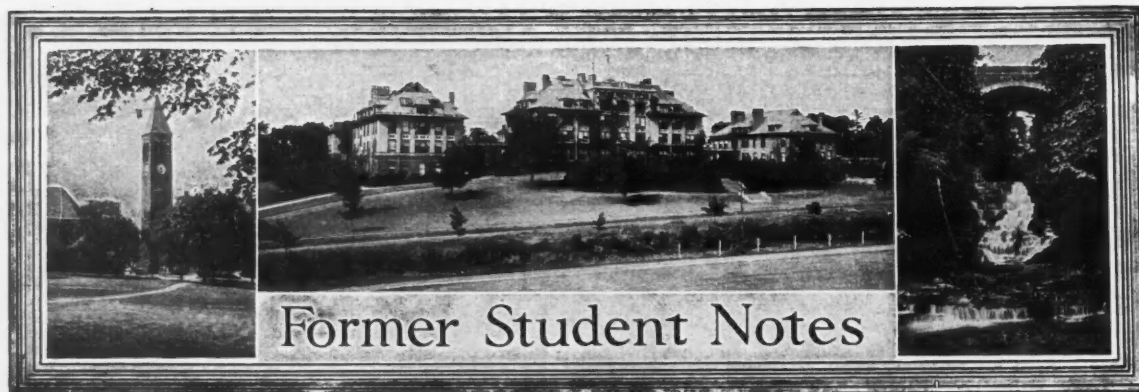
**SOME** 250,000 to 500,000 tons of cottonseed meal went into poultry rations last year. "Swine, poultry, and young calves", you remember, "are injured by an appreciable amount of gossypol in the ration." How has the increase in poultry consumption of cottonseed meal, which is normally a rich source of gossypol, come about? A partial answer to this question is that the gossypol content of the meal now in use in poultry rations is very low. Much free gossypol is removed through better processing methods

based on research conducted by the United States Department of Agriculture, State Experiment Stations and other co-operating bodies.

**THE** researchers show that chick and broiler rations containing equal amounts of the improved meal and soybean meal produce the same growth and feed efficiency as soybean meal alone. Most mixed poultry rations which are not for laying hens now contain the improved meal. The scientists are currently trying to produce a meal that will not adversely affect egg quality.

The meal has been successfully used in experimental swine and calf rations. In North Carolina experiments, calves fed rations containing 40% of the meal were not undesirably affected. Other experiments show that pigs eight weeks old are not appreciably harmed by consumption of rations containing 20% of the meal. The effects of feeding the meal in milk substitutes for dairy calves are being investigated.





By BARBARA FISHER '61

THE class of 1957 of the Cornell's College of Agriculture is engaged in many different occupations. Approximately 25 per cent of the men are doing graduate work, either at Cornell or at some other school. Twenty-two per cent are in some branch of the armed forces. Thirteen per cent are engaged in farm business of some kind, including food sales and nursery operation.

Alumni in this field include Robert Butler, a dairy industry supply com-

pany employee; Thomas E. Caulfield, a buyer for the Great Atlantic and Pacific Tea Company; Milton A. Fullerton, Jr., who is working for the Eastern States Farmer Exchange; and William Saurer, who is employed by the Ice Cream Division of Sealtest.

TWELVE percent of the male class members are either working on farms or, as in the case of Neil Baker, are operating their own farms.

Eight per cent of the men are in public jobs such as assistant county agents, vocational agricultural teachers, 4-H agents, and conservation service employees. Some graduates in this field are Paul A. Garrett, a manager trainee at the G.L.F. Service Agency; and Robert A. Francis and Lawyer Davis, both working in the soil conservation field.

Five per cent of the men are in non-farm occupations, and the occupations of the rest are unknown.

The women's vocations are just as diversified, ranging from lab technicians and research workers to housewives. Two of the girls are studying abroad this school year. Karen G. Anderson, recipient of the William F. Dreer award, is in Stockholm, Sweden, working for her MLA degree. Sharen Flynn, winner of the Rotary International Fellowship, is studying science teaching at the University of the Philippines in Manila. This fellowship provides Karen with all her living expenses and transportation costs while she is studying.

TWO graduates spent the summer in foreign countries. Fred W. Carpenter worked on the Cornell Greek Project in Salonika, Greece, and Sanford Shapley worked for the Alaskan Fisheries Research Department.

Former Cornell Countryman Business Manager, Fred Belden, is in Costa Rica now as an international farm youth exchange delegate. He will be studying there until next April.

(Ed. Note: This article revives alumni news as a Countryman feature. If you have any news about the activities of our alumni or their addresses, this information would be appreciated by the staff.)

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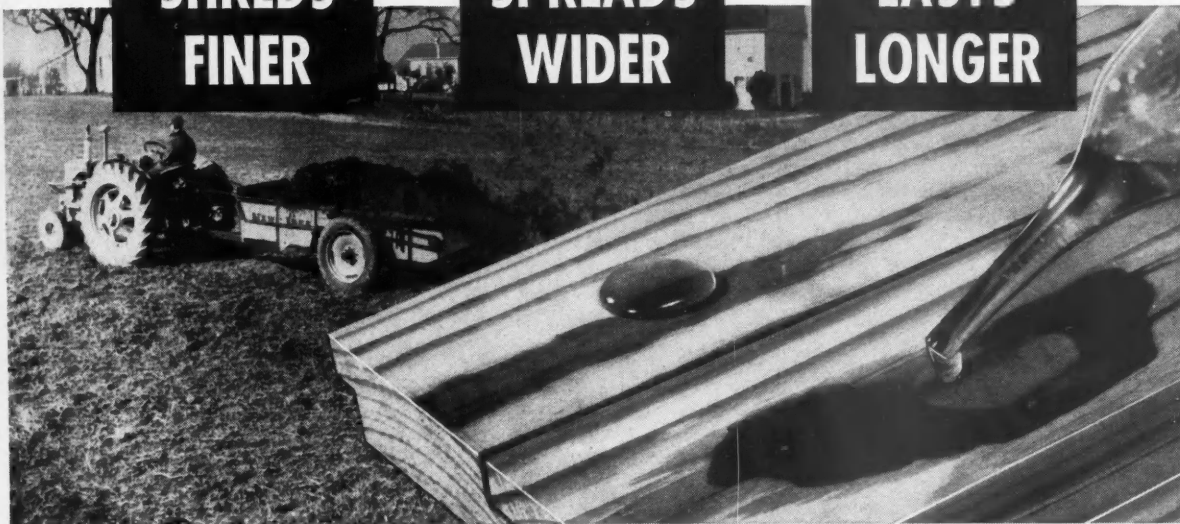
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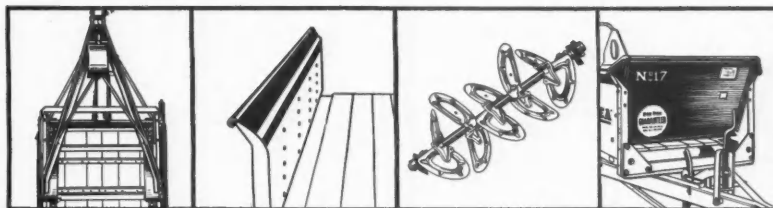
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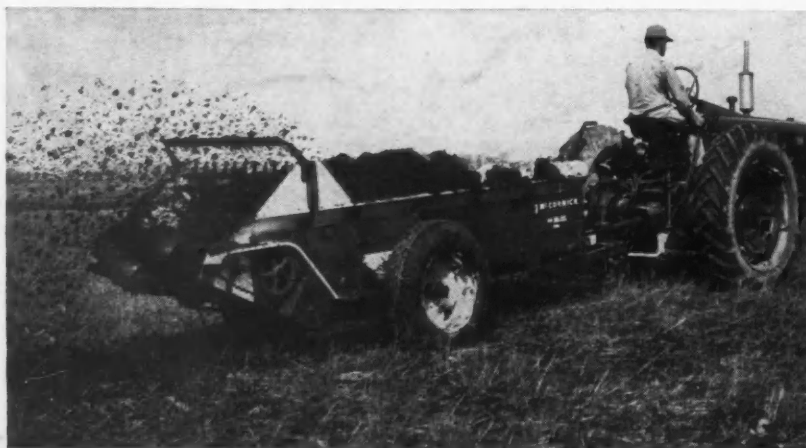
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